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CI 513

Critical Thinking

1. How does the Intel Seeing Reason Tool facilitate students’ critical thinking?

Students can organize and manipulate information into a cause and effect map. In order to do this, students must be able to reason and justify their causal maps.

1. Click on Try the Tool and then click on the Demo and read the Project Description Road Safety. The map shows student’s ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.

I added Construction to the map. I clicked on the “create a new function” box and added “Construction”. I then clicked on “add a new relation” and created a link between construction on the road and the number of lanes: As construction increases, number of lanes decreases.

1. Next click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?

The teacher needs to set up a new project with a clear description. The teacher then creates student teams (either student-chosen or teacher-chosen) and passwords. Students then work in teams to design a map.

1. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?

I think this tool could be used in regards to cultural topics, such as how French Imperialism has affected former colonies.

1. Explore the Intel Showing Evidence Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?

Using the Showing Evidence Tool, students learn to debate and argue using support and evidence, which is evaluated and rated. They need to not only have the content knowledge, but they also must be able to think about it critically in order create strong argument.

1. Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next click on the Secondary Demo and read the Project Description for Serious Malady. Explain how each of the assessments provides guidance to students throughout the project.

A group discussion about symptoms allows students to come up with ideas that they might not have on their own. With help of the evidence rubric, students not only assess their own evidence, but their peers’ as well.

1. What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?

Teachers create a project with a title, description, and a question that students will have to answer. They can choose the standard or the simplified version. The teacher sets up the student workspace where he can either enter in evidence or leave it blank for the students. The class rates the evidence based on its validity. Then, based on their evidence, students make claims. The teacher and students link the evidence to its claims to make sure that they are well supported. Just as the evidence was rated, so too are the claims.

1. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?

I think I would use this tool as a starting point for debate over causes of the French Revolution. There are many different factors that led up the Revolution so students would need to research them and in doing so would gain a greater understanding as to why it happened.